

Luzganova Anastasiya Alekseevna

1st year PhD student

Ural Federal University named after the first

President of Russia B.N. Yeltsin

Russia, Ekaterinburg

Academic supervisor: Korneeva Larisa Ivanovna

Doctor of Pedagogic, professor

CASE-METHOD IMPLEMENTATION AT THE PROFESSIONAL FOREIGN LANGUAGE TEACHING

***Abstract.** The article deals with the question of case-method implementation at the professional foreign language teaching. The development of new method of foreign language teaching is still particularly relevant due to market globalization and global cooperation context, which includes the integration of professional specifics at the foreign language teaching. Main features of the professional oriented foreign language teaching and case-method based teaching are considered and the possibility of case-method implementation at the professional foreign language teaching is reviewed.*

***Keywords:** profession oriented foreign language, profession oriented teaching, case, case-method teaching.*

Лузганова Анастасия Алексеевна

Аспирант

Уральский федеральный университет имени первого

Президента России Б.Н. Ельцина

Россия, г. Екатеринбург

Научный руководитель: Корнеева Лариса Ивановна, д.пед.н, проф.

ПРИМЕНЕНИЕ КЕЙСОВОЙ МЕТОДИКИ В ОБУЧЕНИИ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОМУ ИНОСТРАННОМУ ЯЗЫКУ

***Аннотация.** Статья посвящена вопросу возможности применения кейсовой методики в обучении профессионально-ориентированному иностранному языку. Разработка новой методики обучения иностранным языкам остается особенно актуальной на сегодняшний день в связи с глобализацией и мировым сотрудничеством во многих сферах, что предусматривает учет профессиональной специфики при изучении иностранного языка. В статье рассмотрены основные характеристики профессионально-ориентированного иностранного языка и кейсовой методики обучения, проанализирована возможность применения кейсовой методики в обучении профессионально-ориентированному иностранному языку.*

***Ключевые слова:** профессионально-ориентированный иностранный язык, профессионально-ориентированное обучение, кейс, кейсовая методика обучения.*

In the current context of globalization and world cooperation the demand for the specialists with developed professional foreign language skills is growing. The specialists are required to have not only knowledge of foreign language at the proficient level, but also the developed skills necessary to deal with professional tasks using foreign language (negotiations, presentations, business correspondence, intercultural communication skills).

These new conditions of the global labour market demand changing at the future specialists' educational process. Nowadays foreign language teaching process is focused on the professional requirements to the future specialists.

The Federal Law on Education in the Russian Federation provides the importance of advanced professional competences related to activities in a multicultural society. Foreign language proficiency is mentioned to ensure effective

intercultural professional communication. Thus, the aim of foreign language teaching is to develop the students' ability to communicate in real professional context using foreign language [1].

The State educational standard for higher education requires the integration of the professional specification in the foreign language curriculum to develop foreign language communicative competence in specific professional areas [2].

Many authors specify modern foreign language teaching as a profession-oriented teaching. One of the most precise definition of the profession oriented foreign language teaching was given by L. V. Pokushaeva and L. T. Serebriakova. According to the authors, the professional oriented foreign language teaching is «a teaching based on the students' needs in the study of foreign language dictated by the specific features of a future profession, professional tasks and required competences» [3, p.65].

The professional orientation of the foreign language teaching has some specific features:

- 1) First, it requires the integration of the profession disciplines and foreign language disciplines;
- 2) Second, the teaching process objective is to teach the future specialist through interdisciplinary communication using the foreign language as a tool of systematically updating professional skills;
- 3) Third, it involves the using of necessary professional skills and skills of the future specialist.

It should be mentioned that many authors define the studying of foreign language not as the aim of this teaching process, but as the mean of professional education. Language becomes a tool for acquiring new knowledge within a narrow field of study (through scientific discussions, dealing with resources in a foreign language, ect.).

Thus, modern foreign language teaching is defined by many authors as professional oriented. It is characterized by taking into account the future profession requirements at the teaching process, the integration of a foreign language with special subjects and using of foreign language as a tool of acquiring new knowledge in a narrow field of study.

From this perspective the development of a methodology of professional foreign language teaching remains relevant. From our point of view, one of the most appropriate method for professional oriented teaching is a case-method.

Case-method is an interactive method of learning and teaching of foreign language used in various field of science. The idea of using this method dates to 1870 at the Harvard Law School (C. R. Christensen, A. J. Hansen), and the method gained active use in the 1930s as the Harvard Business School program method. The main purpose of the new method was to combine knowledge and practice; to be able to act based on the new experience.

The use of this method of teaching, according to L. Lin, is explaining by the needs to apply certain practical skills of learners, their ability to plan, make decisions and improve organizational skills [4].

The detailed definition of «case» is given by L. A. Mauffett-Linders, D. Erskine and M. R. Linders: «case is a description of a real situation that usually requires a solution. It gives students the opportunity to solve problem or question that an employee daily copes with» [5, p.2]. Cases metaphorically allow take the place of a certain employee who makes the professional decision. Based on certain training objectives, the learner considers solutions from the point of view of the participant of the professional events.

The relevance of this method implementation is justified by the fact that the modernization of the educational system is aimed at the formation and development of the students' professional competences. The important possibility of applying theoretical knowledge to practical problems for the formation of professional competences is provided in this method frameworks. Accordingly, learning the case allows learning through activity («learning by doing»), and the recurring possibility of immersing in the case, analyzing and solving multiple problems in different professional contexts.

Case method meets most of the profession oriented foreign language teaching demands:

Firstly, case-method implementation provides integration of special discipline and language through the practical application of the cases. To solve the case students should apply knowledge of specific professional sphere.

Secondly, the way to find the answer of the case task is to discuss it with other students. Consequently, the process of solving needs a language as the tool of the discussion of the problem to resolve the case problem.

Thirdly, cases are designed to develop students' skills at the real professional situation. Cases consist of some professional issues and require this problem solving through the professional skills using. All the cases are intended to develop necessary professional skills.

Thus, case method responds the demands of the professional oriented foreign language teaching process. In this regard, case method can be successfully implemented at this teaching process to develop student's professional competences.

REFERENCES

1. The Federal Law №237 «On Education in the Russian Federation»– Text: electronic. – URL: <http://www.kremlin.ru/acts/bank/36698> (Reference date 20.10.2020).

2. The State educational standard for higher education. – Text: electronic. – URL: <http://fgosvo.ru/>(Reference date 20.10.2020).

3. Pokushalova L. V., Serebryakova L. T. Foreign language in the context of professional language teaching. – 2011. – Text: electronic. – URL: [Sociosphaera_2011_n4_Pokushalova_Serebryakov.pdf](#) (yandex.ru) (Reference date 10.10.2020).

4. Lynn L. E. Teaching and learning with cases: a guidebook. Chatham House Publishers, N.Y. - 1999. – Text: electronic. - URL: <https://archive.org/details/teachinglearning0000lynn/page/n5/mode/2up> (Reference date 20.10.2020).

5. Mauffette-Leenders L. A., Erskine J. A., Leenders M. R. Learning with cases/
2nd pr. Richard Ivey School of Business - 1997. – Text: electronic. - URL:
<https://archive.org/details/learningwithcase00mauf/page/n3/mode/2up>____(Reference
date 20.10.2020).